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BY THE HOUSE OF DELEGATES,

JANUARY 28TH, 1876.

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By order,

MILTON Y. KIDD,

Chief Clerk.

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BIENNIAL REPORT

OF

St. John's College,

ANNAPOLIS, MD.,

TO THE GENERAL ASSEMBLY OF MARYLAND,

JANUARY SESSION, 1876.

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By JAMES M. GARNETT, Principal.

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# REPORT.

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ST. JOHN'S COLLEGE,  
*Annapolis, Md., Jan. 28th, 1876.*

To the Hon. LEWIS C. SMITH,

*Speaker of the House of Delegates of Maryland:*

SIR:—In accordance with custom, I have the honor to submit, through you, to the General Assembly, my report of the operations of St. John's College for the past two years, and of its present condition and necessities. For the condition of the College since its reorganization in 1867 up to that time, I have the honor to refer to my reports for 1872, (House Document L,) and 1874, (House Document I,) and the other papers therein mentioned. My report for 1874 will also be found in the appendix to the Report of the State Board of Education for that year.

## NUMBER OF STUDENTS.

During the session of 1874-75, one hundred and twenty-one (121) students were in attendance at the College, of which number sixty-nine (69) were in the Collegiate and fifty-two (52) in the Preparatory Department. The graduating class numbered seven (7), making the whole number of graduates since the reorganization, that is for the past five years, forty (40.) There have been in attendance so far during the present session, one hundred and eight (108) students, of which number fifty-seven (57) have been in the Collegiate Department, distributed as follows: eight (8) Seniors, twelve (12) Juniors, twenty-one (21) Sophomores and sixteen (16) Freshmen; there have been fifty-one (51) in the Preparatory Department. Of the number reported for 1874-'75 (121), eighty-nine (89) were taught free of charge for tuition, and of the number in attendance so far this session (108), eighty-eight (88) have been received free of charge for tuition.

## STUDENTS HOLDING SENATORIAL SCHOLARSHIPS.

Of the number last mentioned, fifty-two (52), two from each Senatorial District, are *boarded free*, under the Act of 1872,

(ch. 393). Two have been received, for two years now, from Garrett county, created since the passage of this Act, and as yet the College has received no appropriation for the board of these two students. A bill has been presented to your Honorable Body, extending this privilege to Garrett county, and reimbursing the College for the amount already expended for this purpose. Every county in the State and every district of Baltimore city is represented in the College. There has never been any difficulty in filling these Senatorial Scholarships, which are free for both board and tuition, and are tenable for four years, on condition of teaching two years within the State after leaving the College. There has not, however, always been sufficient care exercised by the Boards of School Commissioners in making the appointments. Whilst the majority of these students have been studious and well-behaved, it has been found necessary occasionally to vacate the scholarships of unsuitable appointees. Others have been found to take the places vacated, and frequent inquiries have been made from different parts of the State with regard to the existence of vacancies. There is no reason why, by the exercise of proper care on the part of the Boards which make the appointments, this system should not succeed in securing the very best material the State can afford. A collegiate education at the expense of the State, with no other remuneration than two years' service in teaching in the schools of the State, is the greatest boon an intelligent young man can receive. There have been, however, several cases of voluntary withdrawal, and failure to fulfill the obligation of teaching, and no steps have been taken to secure a return to the State for the money expended. The law is defective in this particular and needs amendment. I would respectfully suggest that the law be so amended that students who may be dismissed, or whose scholarships may be vacated, be required to refund the amount paid for their board and tuition while they have been members of the College; and that students voluntarily withdrawing and failing to fulfill the obligation of teaching within a specified time, be required to forfeit a suitable proportion of the bond; it might be made the duty of the State's Attorney of the county in which the student is resident, to proceed against him for recovery of the sum due the State. A provision somewhat similar to that suggested already exists in the Public School Law with regard to pupils of the State Normal School.

#### PREPARATION AND AGE.

The College has suffered heretofore from the lack of preparation and the extreme youth of some of these appointees. The law provides for the board of these students "in the Collegiate

Department" of the College, but several counties failed to send students prepared to enter the Collegiate Department, and they were received into the Preparatory Department, in order that no county might be deprived of its representation.

It is not the design of the law to furnish such an education as ought to be given in the County High Schools and Academies, and as the large majority of the appointments terminate with the present session, it will be the policy of the College hereafter to insist on a more rigid conformity to the law. Applicants for admission on these scholarships should be prepared to enter the Freshman Class, at least in Mathematics and English studies, and might make up their deficiencies in the Classics in the Preparatory Department of the College. They should also be at least fifteen years of age, as under the law they cannot receive certificates as teachers until they are nineteen years of age. The course of study in the County High Schools, or where no High Schools exist, of the highest classes in the best grammar schools, might be conformed to that in the Preparatory Department of the College, and the College would not then have to complain so frequently of deficient preparation. The majority of those holding senatorial scholarships whose appointments will terminate at the close of the present session, will leave here well prepared for their occupation as teachers. In accordance with the law it will be necessary for them to be examined before they can be appointed as teachers. I would respectfully suggest some legislation by which those holding the diplomas of the College, or even certificates of satisfactory completion of the required course in certain Collegiate classes, might be exempted from further examination for positions as teachers. This would give a value to such certificates, and I do not doubt that they would be sought after by others than those holding senatorial scholarships.

Students who have satisfactorily completed a collegiate course, if not always having a ready knowledge of elementary subjects, possess such mental training and culture that, after a brief review of these subjects, they are fully qualified to teach them.

#### ST. JOHN'S COLLEGE AS THE MALE NORMAL SCHOOL OF THE STATE.

The results attained under the operation of the Act of 1872, (ch. 393,) again suggest as a matter worthy of consideration, whether the recommendation made in my last report (1874), that this College be recognized by law as the Male Normal School of the State, should be adopted by your Honorable Body. This recommendation has been endorsed by Gov. Groome, in his late message. To quote his words: "But while relieving

the College of its present burden of debt, you should adopt measures, without interfering with its regular collegiate course, looking to its further developement as the Male Normal School of the State." He sees in the system already established "the nucleus of an efficient Normal School, which only needs the fostering care of the State to develop it into a school of the highest grade for the instruction of teachers." A special normal course could be organized without interrupting the regular collegiate course, and with slight additional expense to the State. This course should be strictly preparatory to teaching. I do not consider that there is such difference between an ordinary collegiate course and a course of training for teachers, that they cannot be carried on together. From the latter some subjects included in the former might be omitted, and instruction given in the principles and methods of teaching and in the history of education, with occasional practice in teaching in the Preparatory Department of the College, the lower classes of which might serve as a "model school."

#### A PROFESSORSHIP OF EDUCATION.

The Germans have long since recognized Paedagogics as deserving the rank of a science. Lectures on it are delivered at every University. The English schools have begun to move in in this matter of teaching how to teach. A few years ago the College of Preceptors in London added a Professor of Education to its teaching-staff, and steps are now being taken to establish Chairs of Education in some of the Scotch Universities.

Even in conservative England the opinion is gradually spreading that it is not everybody that can teach, but that teachers should have special training, and teaching be recognized as a special profession on a par with Law, Medicine and Divinity. It has been too long customary in this country to think that, if a man cannot do anything else, he can at least teach. This illusion can be dispelled only by requiring thorough education on the part of teachers. Elevate the qualifications of the teacher, and the elevation of the character of the teaching and the profession of the teacher, will naturally follow. The establishment of a Professorship of Education in connection with this College, is no new idea, but it has so far remained a mere idea. It was recommended by the late Francis S. Key, himself a distinguished alumnus of the College, in the appendix to an address on "Education," delivered by him before the Alumni of the College, Feb. 22nd, 1827. In his "Outline of a College," he enumerates several Professorships, and among them "The Professor of Education," and says: "That this is a science, and a very difficult one, will be admitted. Yet among the number engaged in it, very few



have received any instruction. It is true there are some good works upon the subject, but there are also bad ones. Nor is it certain that those who are so employed seek for information on the subject. Every teacher adopts his own system, and improves it only by his own experience." Although the science of education has made great progress during the past fifty years, I fear that, in this country at least, these remarks of Mr. Key are as true now as then. He continues: "As it is contemplated to make teachers in the primary schools and academies of the students who are to be gratuitously educated at the College from the different counties, it will be more necessary that a branch of instruction so extensively useful, should not be neglected." It seems then that the present plan of educating teachers at the College was contemplated even at that day. For the perfection of this plan, and for the encouragement of those who desire to make teaching their profession, I think the establishment of a Professorship of Education, or the efficient discharge of the duties of such a chair, under whatever name, a most desirable addition to the teaching-staff of the College, and to the facilities already existing here for the training of teachers.

#### A NORMAL COURSE.

As already stated, students should be thoroughly prepared in the elementary branches before entering the College. Under the Public School Law a male student cannot enter the State Normal School until he is seventeen years of age, and cannot receive a certificate as teacher until he is nineteen. As stated above, I propose that the College admit students holding Senatorial Scholarships to the Freshman Class at fifteen, if well prepared,—which is below the average age of entrance to that class—so that they will be nineteen at graduation. A student who has satisfactorily completed the course of the Preparatory Department of this College, would be qualified to pass an examination on all the subjects required by law for a first-grade teacher's certificate, except Natural Philosophy, which is taught only in the Collegiate Department; but I do not propose that a certificate from this College shall avail as a substitute for a teacher's certificate, unless the applicant has satisfactorily completed the studies of the Freshman Class at least. As a matter of fact, we have sometimes found it necessary to place public school teachers in the Preparatory Department, after examination for entrance, and none have ever entered higher than the Freshman Class. As far as I can gather from the report of the State Normal School, all literary and scientific subjects taught there are also taught here, with the exception of Physiology, which could readily be introduced, so that with the addition of

instruction in the history, methods and principles of teaching, and of practice in the art of teaching, the College would be ready to take upon itself the functions of a Male Normal School, without impairing its collegiate course, but rather, by means of that course, elevating the qualifications of teachers in the public schools. This brings me to the remarks on this subject in the recent report of the State Board of Education, submitted by the Principal of the State Normal School. The suggestion made by both him and myself two years ago, is renewed, that "this College might be made the Normal School for men," with the additional statement that "in order to carry this idea into practice, it would be necessary for the authorities of the College to provide for teacher-students, a normal course of instruction and training which should be approved by the State Board of Education." I have no doubt that such a course could readily be arranged, for the College desires to unite with the State Board in advancing the cause of primary as well as higher education in the State. It has for some years past been the earnest desire of the authorities of the College to act in perfect harmony with the Public School system, so that the College may serve as the cap-stone of that system, and there may be a complete system of education in the State from primary school to College, such as is carried out more fully in the State of Michigan than in any other State.

#### PUBLIC HIGH SCHOOLS.

In order to secure this complete system, the best grammar schools in the counties should be developed into High Schools. The College must retain its Preparatory Department until the counties send students sufficiently prepared to enter College. To repeat the opinion expressed in my last report, the need of High Schools is the great want of the Public School system of the State. The system has been in operation long enough to admit of this development, and by a specific appropriation of a portion of the school fund to this object, increased, if need be, by a small fee for the higher instruction given, we may hope for the gradual establishment of these schools. This College will furnish at the close of the present session a number of teachers prepared to give this instruction, and will provide a fresh supply every four years. It is gratifying to know that some of the graduates of the College, and others who have left the College before graduating, are already doing good service in the schools and academies of the State. The State will be well repaid for the money spent in maintaining the College by the influence exerted by its Alumni in the cause of education alone, but it will, of course, take time for this influence to be

fully felt. The young Alumni of the College may now be found also in the various learned professions and in the different branches of business, and will soon take their places in the halls of legislation, and be engaged in moulding the future destinies of the State. Hence the importance of sustaining with a liberal hand this the leading State College, which has done and is doing so much for the young men of the State.

#### PRESENT NEEDS OF THE COLLEGE.

To keep pace with the progress in education now being made on all sides, various needs of the College might be mentioned, but I shall confine myself to very few. Its *first and most urgent* need is to be relieved of debt. As stated in the memorial of the Visitors and Governors and of the Alumni of the College, already presented to your Honorable Body, the College is now indebted in the sum of fourteen thousand five hundred and twenty-five dollars, (\$14,525.) About half of this sum (\$6,750) is what remains of an original debt of \$11,500 borrowed immediately after the late war, to put the buildings in order and furnish the College with the necessary appliances to open its doors again in the fall of 1866. Seven thousand dollars (\$7,000) is the amount borrowed to liquidate outstanding accounts for supplies furnished to the boarding department previous to October 1872, the receipts of that department failing to defray its expenses. It was found necessary to raise the price of board, fuel, lights, washing and room-rent from \$175 to \$200 per annum, in order to make this department self-sustaining, and at that charge it is barely able to meet expenses. Both of the debts above mentioned are secured by mortgages on the College property, and the annual interest is a considerable drain on the resources of the College. The remaining portion of the debt (\$775) is due to the instructor of "foundation" scholars while the College was closed, and it is also interest-bearing. During the past few years \$4,750 has been paid on the original debt of \$11,500, but this has been taken directly from the salaries of the Faculty, for during the past four years, there has been an average *annual* deficiency of more than \$2,000 on their salaries. With respect to this debt I beg leave to quote from the recent message of Gov. Groome: "There is no hope that this debt can be liquidated, and the College placed once more on a sound financial basis, except by aid from the State Treasury. A bill granting such aid passed the Senate shortly before the close of the last session, but was not acted on in the House. While Maryland is fostering with such a liberal hand her common schools, she may well make one more effort to promote the prosperity of this venerable seat of classical learning, and to attract to it the flower of her

youth. If you can devise any legislation which will enable St. John's successfully to rival its Northern sisters, and will induce Maryland parents to look upon it as the favorite institution for the education of their sons, you will entitle yourselves to the gratitude of your State." The bill referred to will be again brought to the attention of your Honorable Body, and it is hoped that the College may be speedily relieved of this burden of debt, contracted in the effort to serve the people of the State, which annually causes the Faculty to stint themselves, and interferes seriously with the development of the College. The interest alone deprives the College every year of a sum which would soon add largely to its Library and Apparatus.

I still think, as stated in my last report, another scientific Professorship, in which *Analytical and Applied Chemistry, Mineralogy and Geology* should be taught, necessary to the completion of the scientific course of the College; but it is idle to talk of this addition to the course with the present means of the College, and especially when burdened with the existing debt. Suitable rooms for the gradually increasing *Library and Apparatus*, and for a serviceable *Laboratory*, are also very much needed. The Professor of Natural Philosophy and Chemistry is limited to a portion of the basement of the main College building, and much of his Apparatus is in the third story. The Library-room is too small to serve as a reading-room, is badly located, and will soon be unable to accommodate the gradual additions to the volumes on its shelves. The five thousand dollars granted by the General Assembly of 1872 for the Library and Apparatus, has been well spent, and is now exhausted. By this means nearly eighteen hundred volumes have been added to the Library, when, previous to the receipt of that appropriation, scarcely a new book had been added for twenty-five years. The Apparatus has also been considerably increased; but the wants of both Library and Apparatus are by no means satisfied. The Library should have a *permanent* annual appropriation, for in no other way can it keep pace with the progress of science and literature. It is at present only the mere beginning of a Library, but it has proved very serviceable to both professors and students. Should your Honorable Body think proper to add but *five thousand* dollars (\$5,000) to the annual donation of the College, and make the appropriation a *permanent* one, the additional Professorships suggested could be established, the Library and Apparatus would have a permanent fund for their annual increase, the State would have a Normal School for male teachers equal to any in this country, and the future of the College would be assured—and I may add, in no other way can it be assured.

The College is entirely dependent upon the State; if it withdraws its support, the College closes its doors.

#### WHY THIS APPROPRIATION SHOULD BE GRANTED.

For six years now has the College educated annually from sixty to seventy students in the Collegiate Department, and from fifty to seventy-five in the Preparatory Department, which is no small result to attain, when ten years ago it had not yet been reopened, its buildings were in a dilapidated condition, it was without any of the appliances necessary for resuming its exercises, suspended for five years, and had to be started into existence again as a mere preparatory school. The College asks for this increased appropriation distinctly on the ground that it is a *State* institution, that its maintenance is incumbent upon the State, that it is doing good to the State, and that this additional appropriation will enable it to do more good, especially in training teachers for the State. This amount would scarcely more than pay the rent of these buildings and grounds for a State Normal School. It is erroneous to class this College, as is sometimes done, with private and sectarian institutions. The eleven highest officers of the State, the Governor, President of the Senate, Speaker of the House of Delegates, and eight Judges of the Court of Appeals, represent the State's interest on the Board of Visitors and Governors, and some of the last mentioned judicial officers are among the most regular in their attendance on the meetings of this Board, and the most active in their manifestation of interest in the welfare of the College. The College is purely unsectarian; representatives of all denominations are within its walls, and are educated free at the expense of the State. It is not local in its influence. As already stated, representatives of every county in the State and every district in Baltimore city are in attendance, and have been for several years. Some question the policy of the State's maintaining institutions for the higher education. This is too wide a question to argue within the brief limits of this report, but the most thinking men of the present day, and of the present century, have long since decided it in the affirmative. To the German mind, which nation spends annually its millions of thalers upon its great Universities, the negative of the proposition would appear preposterous. But to come nearer home, there is scarcely a State which does not support its leading College, or University, by a legislative appropriation, and the amount should be limited only by the resources of the State. Once acknowledge the duty of the State to contribute to the education of its citizens, and there is no limit at which it can be said that this education must cease. While affording higher education to but few at the State's expense directly, it

should afford to all the best facilities for obtaining this education, and not force many to send their sons beyond the borders of the State, and thus withdraw annually thousands of dollars which might contribute to the wealth of the State and to the support of the higher education. But some States have gone further than this, and have thrown open the doors of their leading institution to all their citizens free of charge for tuition. If this should seem to your Honorable Body the best course to pursue in respect to this College, in return for the increased appropriation, I am sure that it would be readily concurred in by all interested, but I see no valid reason why those who are able to pay for the education of their sons should not do so, provided the State furnish them adequate facilities, and thus lessen the direct charge upon the Treasury of the State. As to the provision of such facilities by the State, I would again concur in the hope expressed by President White, of Cornell University, one of leading educators of this country :

“I trust the time will come when provision will be made just as thoroughly for advanced instruction as for primary and common school instruction, when all will be connected together; when the present illogical separation that exists, under which primary and common school instruction is provided for by the State, and advanced education is left inadequately provided by various religious denominations, will be done away with.”

With the debt of this College paid and the addition of \$5,000 to its present annual appropriation—which should be looked upon distinctly as a *permanent annual* outlay by the State for the purpose of furnishing to all its citizens the opportunity of procuring a collegiate education,—the College would be able to develop itself as a College commensurately with the demands for scientific and paedagogic training, and to take a far higher position in the eyes of the people of the State than it has ever heretofore held. I say *as a College*, not a University, for this College does not pretend to do proper University work. It recognizes its position and its limitations, and does not aim higher than it can shoot, but it realizes what true collegiate work requires and desires to accomplish it. I invite the special attention of your Honorable Body to the matters briefly discussed in this report, and would respectfully renew the request made two years ago that a Committee be appointed to visit the College, to investigate its condition, examine its methods and working, consult with its Visitors and Governors and its Faculty, and make such recommendations as may seem to them proper, especially with regard to the proposal to commit the instruction of the male teachers of the State to its care, and the consequent development of the College suggested. It might be a matter worthy of consideration whether, in consequence of the recognition of the College as the Male Normal School of

the State and the additional appropriation of five thousand dollars (\$5,000) per annum to enable it to effect this development, it would be desirable to continue the practice of *boarding* two students from each Senatorial District on condition that they teach two years after leaving College. The State is certainly rich enough to do both, and the continuance of these Senatorial Scholarships would still act as a powerful stimulus to the best students in the schools who desire to become teachers. They would be prizes which would be eagerly sought after, even more than now, and would help to supply the College with the best material for making teachers. The cost is not great, and the State might well afford to continue this appropriation of ten thousand dollars and make the additional one of five thousand also.

#### RECAPITULATION.

To recapitulate briefly the subjects touched upon in this report :

1. The appropriation of \$400 per annum to board two students from Garrett county, in accordance with the Act of 1872, (ch. 393,) and the amendment of that Act so as to provide for remuneration to the State from appointees dismissed or withdrawn before the expiration of their term.

2. Requirement by the College that those appointed to Senatorial Scholarships should be not less than fifteen years of age, and prepared to enter the Freshman Class, at least in Mathematics and English studies.

3. Legislation necessary to secure to those holding diplomas of the College, or certificates of the satisfactory completion of the required course in certain collegiate classes, exemption from further examination as teachers.

4. Advisability of recognizing St. John's College as the Male Normal School of the State, wherein consider, (1,) the establishment of a Professorship of Education; and (2,) the organization of a Normal course of study and training for teachers.

5. The need of Public High Schools in the State.

6. Present needs of the College, embracing :

- (1.) Relief from its debt of \$14,525, *first and most urgent* :

- (2.) Addition to the scientific course of a Professorship of Analytical and Applied Chemistry, Mineralogy and Geology ;

- (3.) Permanent provision for Library and Apparatus.

7. Satisfaction of above mentioned wants by payment of the debt, and addition of \$5,000 annually to present appropriation, the whole of which should be made *permanent*.

8. Reasons why this appropriation should be granted.

I have thus briefly endeavored to set forth the condition and wants of the College, and do most heartily trust that some measures may be adopted by your Honorable Body which will obviate the necessity of a biennial knocking at the doors of the General Assembly, as little agreeable to those engaged in the occupation as it must be to your Honorable Body itself, but heretofore necessary to secure the continued existence of the College.

I have the honor to transmit herewith the Annual Catalogue of the College for 1873-74,—which gives in full the course of instruction in the College, and its distribution in the different classes, the expenses of the student, &c.,—together with some copies of the Annual Catalogue for 1874-75, but the number of these remaining on hand is not sufficient for general distribution. I transmit also copies of the last Catalogue of Graduates and Alumni, published in 1874, which contains a historical sketch of the College and interesting information relating to its past.

In conclusion, on behalf of the Visitors and Governors and the Faculty of the College, I would respectfully invite the members of your Honorable Body to visit the College, inspect its buildings and grounds, examine the methods of instruction pursued, and satisfy yourselves of the wisdom and policy of making the appropriations requested.

Respectfully submitted,

JAMES M. GARNETT,

*Principal.*





